(195 43) Department.

G.O. No	Education
Date	

[Despatch Abstract.]

No.F.8-2047-E.II.
Government of India.
Department of Education. Sept~~k~~,
New Delhi 3, Dated the 15th ~~August~~,1947.

From

Dr.D.E. Sen, O.B.E.,H.A., Ph.D.,
Deputy Secretary to the Government of India.

To

All Provincial Governments and Local Administrations
(Excluding Pakistan Provinces and areas)

13TH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION - PROCEEDINGS - ACTION TAKEN.

Sir,

I am directed to forward herewith for the information of the Provincial Government your information, a copy of the proceedings of the 13th Meeting of the Central Advisory Board of Education held at Bombay in January, 1947. Copies of the memorana and other papers mentioned therein were circulated to Provinces before the Meeting and printed copies of the Proceedings will be sent to you as soon as they are r eady. The Government of India offer the following coments on the items which call for specific action:-

Item I. Necessary action has already been taken by the Government of India.

Item 2. It is requested that the information supplied in future on developments in Basic (Primary and Middle) Education and in regard to main developments in adult education and social services, particularly with reference to the progress of women's education, may be as comprehensive as possible and ma y kindly be supplied to this Department by the end of the November, 1947. Supplementary reports on specific educational developments may also be furnished to this Department by that date.

Item IV. This is for information only. A separate communication will follow, regarding the suggestion made by the Board on financial adjustments.

Item VIII. The Government of India have under consideration the further steps to be taken to bring the Indian Uniform Braille Code into use. A separate communication will follow.

Items X,XI,XII. The issues are under examination, and a separate communication will follow.

Item XIv. The Government of India agree with the recommendation of the Board and hope that steps will be taken to see that text books prescribed conform to the principles recommended.

Item XV. The Government of India are in general agreement with the recommendations of the Board in regard to the teaching and status of Physiology and trust the same will command themselves to the Provincial Government.
you.

Item XVII. The question of appoi ting a University Enquiry Commission is at present under active consideration and separate letter will follow.

Item XIX. The Provincial Govern ent will no doubt agree that
you
the use of broadcasting facilities for educational purposes is important and it is hoped that all passible steps will be taken to this end. The Government of India will be glad

Items XXIII. As recommended in the resolution, a committee appointed by the Board to examine the question of curriculum in Basic Schools, etc., met at Simla on the 25th and 26th June, 1947. It is expected that the recommendations of the Committee will be placed before the next meeting of the Board.

Items XXV. The matter is under consideration, so far as the Government of India is concerned. It is suggested that the Provincial Government may take suitable action in the light of your recommendation made, by the Board.

Items V.VI.VII.IX.XIII.XVII.XVIII.XXII and XXIV. For information only.

I have the honour to be,
Sir,

Your most obedient servant,

Sd.D.M.Sen.

Deputy Secretary

&&&&&r No.74751 Br/47-6.Education.d/8-4-48.

ducation and Public Health.

To

The Secretary to the Government of India,
Ministry of Education, New Delhi.
(With enclosure, copy of G.O.No.846.Edn.d/9-4-48).

Sir,

Sub: Central Advisory Board of Education -
Proceedings of the Thirteenth meeting
- Ref.your letters No.F.8-2/47 EII
dated 15-8-47 and 15-11-47.

With reference to items X II, XIV, XVI, XIX and XXV of the proceedings of the central Advisory Board of Education referred to in your letter cited, I am directed to send the following report:-

Item II of the Proceedings:-

(1) Basic Education: At present 27 Basic schools and eight Basic training schools are functioning in this Province. Of the eight Basic training schools five are under Government management and Three under private management. About 320 men and women teachers are getting trained under these institutions. Further, officers are also deputed to Wardha training in the principles of Basic Education. With the help of these teachers trained in Basic education, Basic schools will be opened on a large scale in 1948-49. In 1948-49 seven ordinary training schools will also be converted into Basic traing schools.

(2) Adult Education: I am to enclose a copy of the Proceedings of this Government containing a programme for the spread of Adult Education in this Province.

Sd..17-3-48.

Item XVI of the proceedings:- Exclusion from text-books of certain statements:-

This Government accept the recommendation of the Board. Necessary instructions in the matter are being issued to the Director of Public Instruction.

Item XVI - Teaching and status of physiology:-

(i) Teaching of the subject in primary and Secondary Schools:-

Physiology in functional aspects is included in the syllabus for the higher elementary standards, while only Hygiene is taught in lower standards. In the Middle school stage also, an elementary knowledge of Physiology is included in the syllabus for Elementary Science. In the High school stage both in the existing scheme and in the proposed reorganised scheme, Elementary Physiology finds a place in General Science. Besides this, a more advanced knowledge is included in the draft syllabus for Home Science under the contemplated specialised High School course, teaching up to the examination equibalent to Matriculation. (ii) and (iii) Introduction of "Physiology" in the Matriculation and University courses of studies.

The matter is under consideration. A further report will follow:-

Item XIX of the proceeding

Broadcasting: Both the Madras and Trichy stations of the A.I.R. have constituted consultative committees for Educational Broadcasts consisting of priminent educationist including working teachers in the respective cities. Of the committee at Madras, the Director of Public Instruction is one of the members. Only a small proportion of schools attempted to co-ordinate the broadcasts with instructionx. In most of the schools, the listening in was mainly in the form of incidental learning. The programmes of "Learn to sing" were listened into for conscious educational purposes.

Item XXV of the proceedings:-

Physical education:- The two points raised therein (viz.) (1) inclusion of Physical education as an examination subject in High School and (2) the appointment of an export committee for considering questions about Physical education will be placed before the Provincial Advisory Board of Education. Physical education as an examination subject does not come in th purview of the present scheme of Education. Physical education as an examination subject does not come in the purview of the present scheme of reorganisation. Regarding (2) above there are already members to represent Physical education in the Provincial Advisory Board.

ANNAMALAI UNIVERSITY

Dated 5th April,1948.

The Registrar,
Annamalai University,
Annamalainagar.

The Secretary to Government of Madras,
Education and Public Health Department,
Fort St.George, Madras.

Ref: No.74751 B/2/47-4 Education, dated 28-2-48 - Proceedings of Central Advisory Board of Education - Memorandum of Indian Science Congress - Teaching of Physiology in Educational institutions.

I am to enclose copy of letter from the Professor or Zoology of this University setting forth the opinion on the above subject.

Your most obedient servant,

Sd.S.Ramachandran,

Assisting Registrar.

Copy of letter dated 24th March, 1948 from the Professor of Zoology, Annamalai University, to the Registrar, Annamalai University.

Ref: Your letter a"o.11791 dated 18-3-1948.

Sub: Proceedings of the Central Advisory Board of Education regarding the teaching and status of Physiology in Schools and Colleges.

I submit below my remarks on the above:-

1. The report x prepared by the Physiology Section of the Indian Science Congress doesnot draw a distinction between Human Physiology and Comparative Physiology. This distinction will be necessary, because an advanced study of Human Physiology is possible only when there is a Feculty of Medicine. The Annamalai University does not have a medical College and research work on advanced teaching of Human Physiology is therefore not possible for it.

2. A knowledge of Human Physiology is very necessary particularly for boys and girls in schools - the potential citizens of the country. It must be admitted that the teaching of Human Physiology is sadly neglected and very inefficient in almost all schools of the Madras Presidency.

3. In the Annamalai University, Human Physiology is studied by all students of Group B in the Intermediate Classes. The teaching includes not only theoritical lectures, but also practical demonstrations. Zoology and Human Physiology form one paper in the Intermediate Examination, and there is equal emphasis on the two subjects. (An equal number of questions has to be answered from each part).

4. It is not advisible to treat 'Physiology' as an independent subject at the Intermediate or undergraduate stage, as a knowledge of Physics, Chemistry, particularly of Physical Chemistry and Bio-Chemistry is essential for the appreciation of physiological processes. Wihtout a good foundation in the physical sciences a student cannot grasp the essentials of physiology.

In the Annamalai University there is provision for the teaching of Comparative Physiology as a special subject for the B.Sc. (Honours) Degree in Zoology. The scope of the syllabus is comprehensive and of a high standard. As most of the advances in Human Physiology are based on research work in comparative physiology, the study of comparative physiology is of great importance.

5. Research and advanced teaching in comparative physiology can be undertaken in the Annamalai University only if proper laboratory equipment is financed by Government.

6. The Zoology Department of the University has been equipping itself gradually for research work in experimental embryology which is really the physiology of development. It was suggested by the Head of the Department of Zoology to the 'Scientific Man-Power Committee in person that the Zoology Department of the Annamalai University might be financed bt the Central Government for Research work in Experimental Embryology.

Sd.....

Head of the Department of the
X Zoology X

/True Copy/

Office of the Surgeon-General
with the Government of Madras,
Dated 9-6-1948.

FromC

Colonel S.L.Bhatia, CIE.MC.MA.MD (CATAB) FRC) (LOND)ERS (E).,
Surgeon-General with the Government of Madras.

To

The Secretary to Government, Education and Public Health
Department. Madras.

Ref: Government Memo.No.74751-B2/47-5 Education d/28-2-48.
Sub: Central Advisory Board of Education-13th Meeting-
Proceedings.

My remarks on the recommendations of the Central Advisory Board of Education are furnished below:

VIII-RECOMMENDATIONS: Clause 4. I agree with the remarks of the Prinvipal Medical College, Madras (Copy of which is enclosed for the information of Government). The course for B.Sc Physiology and Ist MBBS examination can hardly be identical. For the Ist MBBS, greater stress will have to be laid on the application of Physiology to medicine, while B.Sc Physiology will deal more with general aspects of Physiology. I am not in favour of granting exemptions from examinations as proposed.

Clauses 5, 6 and 7: I agree with the recommendations of the Central Advisory Board of Education.

Yours obedient servant,
Sd....
For Surgeon-General with
the Government of Madras.

The reply due from the Andhra University may be awaited.

Extract from the letter of the Principal, Medical
Madras dated 24th May 1948.

Regarding paragraph VIII-Clause 4 for modigying the courses in Physiology for the B.Sc and Ist MBBS ~~x~~ Examinations so that a student who has successfully completed the course in one, may got exemption from the other, if he so chooses, it is not possible to have similar or exactly the same syllabus for both the courses. In the case of the B.Sc students the subject may be taught as one of pure science without the application to medicine or other allied subjects, whereas in the Medical Colleges more stress may have to be laid on the aspect of the applicability of the knowledge of Physiology to the study of Medicine; hence those two examinations -- B.Sc and Ist M.B. cannot be interchangeable.

/True extract/

Sd..11/6/48.

For Surgeon-General with the Govt.of Madras.

ANDHRA UNIVERSITY.

WALTAIR.

D.Dis.No.C4-1313-48. Dated 16th June, 1948.

Encl.One.

From

THE REGISTRAR, ANDHRA UNIVERSITY.

To

The Secretary to the Government of Madras,
Education and Public Health Department,
M a d r a s.

Sir,

Sub: Central Advisory Board of Education - 13th Meeting - Proceedings on the Teachibg and Status of Physiology in India.
Ref: Your letter No.74751-B2/47.& Education d/28-2-48.

I am by direction of the Syndicate to forward herewith the views of (1) the president of the Faculty of Medicine of this University (2) Prof. S. Bhagvantham and (3) Prof. N.Mukherjee, member of the Faculty of Science, on the proceed ngs of the Central Adivosry Board of Education regarding the teaching and status of Physiology in India, together with the following observation of the Syndicate:

The Syndicate is of opinion that Physiology and Anatomy should be taught as part of General Biology in the University Colleges with Post-Graudate courses and the general scope of teaching should include comparative Physiology and comparative Anatomy, and also in view of the specialised nature of the different branches, of Physiology in particular, there should be more than one Chair and, as far as possible, one Chair for each of the bigger specialities.

Sd...
Registrar.

ENCLOSURE.

Copy of letter Rc.No.905-C1-48 dated 9th April 1948 from Dr. T.Bhaskara Menon, M.D., D.Sc., F.R.C.P.,Principal, Andhra Medical College, Vizagapatam, to the Surgeon-General with the Government of Madras, Madras, copy forwarded to the Registrar, Andhra University, Waltair.

Ref: Your Memo.Ref.No.19806-M1/47 dated 31st March,48 regarding proceedings of the Central Advisory Board of Education.

I have consulted the Professor of Physiology of this College on the subject and offer the following remarks on the recommendations of the Board.

A course in Physiology for B.Sc. however advanced it might be would essentially be of a purely scientific nature and would relate more to normal function than diseased conditions. Such a course could never be identical to Physiology that would be taught to Medical students. Hence exemptions cannot be granted to I M.B.B.S. for B.Sc. students in Physiology and examinations conducted for I M.B.B.S. and B.Sc., could not be on similar lines.

The first post-graduage degree to be obtained by any

worker in the field of Physiology either in a research department or in a teaching institution shall be partly by examination of a high standard, for the worker becomes conversant with the general principles of Physiology before he confines himself to localised problems of research work and partly by thesis which need not be of a high standard and this would introduce the worker to the methods of investigation for research in Physiology. A study for a degree of this kind would give a better start for the Junior workers in that their outlook will be wider and their grasp better over problems which they would tackle for obtaining higher degrees as Ph.D. and D.Sc. which shall be entirely by research work alone.

Post graduate study in Physiological Sciences shall be of uniform standards and lines which shall be prescribed by the Inter University Board

I am of opinion that Physiology and its ancillary subjects in Medical Institution shall be taught invariably by these who possess medical qualifications especially from B.Sc.onwards. Further sound knowledge of Anatomy is essential to teach Physiology adequately.

Teaching of Physiology can also be made more interesting by properly developing the expeirimental side of it and for this also a sound knowledge of Anatomy is essential further the subject can be popularised by actual demonstration of cases of Physiological interest to the students.

Copy of letter dated 29th March 1948 from Prof.S.Bhagvantham Head of the Department of Physics, University Colleges, Waltair, to the Registrar, Andhra University, Waltair.

Ref:- Your Ref.No.C4-1313(1)/48 dated 22-3-1948.

As the President of the Faculty of Science is just now out of India, I am sending my views on the above reference directly to you.

I am in general agreement with the recommendations of the sectional committee of Physiology.. I think this subject should receive prominence and form part of University departments of

Committee appointed seem to have failed to take a broader view of the subject and appear to have restricted exclusively to the consideration of 'Human Physiology' and its corelated branches of Biochemistry and Pharmacology.

2. Human Physiology is only a small branch of Animal Physiology with all its intricacies requiring the use of varied kinds of instruments adopted for the study of the innumerable kinds of organisations met with amongst the animals - aquatic, terrestrial and aerial. It is with this object in view that 'Physiology' should receive consideration in India so that it may confer the greatest good to the nation. It is undeniable that this important branch of science has been woofully neglected in this country.

3. The subject of Physiology in its broader aspect will not only be of great help to the medical science but it will also play a great role:-

a. In the improvement of the live-stock in this country.

b. In the development of Fisheries in India (for which Ecology must combine with Physiology).

c. In the control of the various pests that constitute a great less to the nation - less in the yield from the live-stock, less in crops and fruits, and less to such things as timber, wool, hides, etc.

4. Suggestions:-

i. An elementay knowledge of Physiology with reference to human organs and systems should ferm the basic ground for still higher studies not only with reference to man but also with reference to all other animals.

II. With this objects (as stated in para 4, (i) in view, an elementary course in human physiology along with First Aid and Hygiene may be usefully introduced as an optional subject in the school stage; but no teacher other than a properly qualified person should be allowed to teach this subject in the schools. Besides, no school should be allowed to teach this subject in the schools. Besides, no school should be allowed to teach this subject unless it is properly equipped to present the fundamentals of Physiology before the students by means of well-selected experiments, demonstrations and dissectable human models. Educational films and lantern slides on the subject should be freely made use of in order to make the subject interesting. A minimum equipment for a class of 20-30 may have to be set out for the purpose by the authorities, if at all the ultimate object is to be achieved. To this end, the government should come forward with a liberal grant without which no head-way would be possible.

iii. In the Intermediate stage, the subject of Human Physiology in still greater detail than in the school stage, should be introduced and all students going in for such natural sciences as Zoology and Biology should be compelled to take up Physiology along with Chemistry as a combination. For students taking this combination, there should be a course in Physics cut down to its minimum and so adopted as to help in the understanding of the subject of Physiology. A heavy course in Physics should be avoided for it may not seve any useful purpose for such students who do not like to continue the study of this subject for their B.Sc. and higher degree course.

iv. At the B.Sc.stage, there should be a combination of Zoology, Chemistry Animal Physiology, and a good bit of Biochemistry. At this stage, the students should be expected to learn the whole of Human Physiology as may constitute the M.B.B.S. course, as also a good amount of Animal Physiology.

v. Students being thus equiped with the fundamentals of Physiology at the B.Sc. stage will be wonder fully suited for a post graduate training in Animal Physiology which will prepare them for undertaking research and qualifying them for still hihger degrees on the subject.

vi. To achieve the objects as has been set out above, adequate fund should be placed at the disposal of the Department concerned to equip itself with the modern equipment not only to facilitate teaching of the subject but also to encourage research.

vii. For the teaching of the subject in the schools, a whole time medical man may be usefully employed. He may be required to devote 4 hours a day towards actual teaching and should be given facilities to carry out clinical examination of blood, steel urine etc., in order to supplement his income from the school which is not likely to be temptingly high. This will undoubtedly attract many medical men to accept the office but it will certainly mean a capital expense of about Rs.2,500/- on the part of the school authorities to give him the said facilities.

viii. For the teaching of the subject in the Intermediate stage, the same procedure as mentioned in para 4 (vii) above may be adopted for engaging a teacher.

ix. For the B.Sc., a more qualified person than a medical man is considered necessary. He should possess a knowledge not only of Human Physiology but of Animal Physiology as well.

x. Physiology in India has all along been a neglected science. There has been no encouragement on the part of the authorities to bring this subject in line with other sciences as Chemistry, Botany, Zoology etc. It has therefore miserably failed to keep pace with the developments that are taking place in the same subject in other parts of the world, chiefly Americal. Now, as it has been brought to the notice of the Government to give this subject a due attention, it is suggested that a special Committee consisting of Physiologists, Biochemists, Pharmacologists, and Zoologists with one expert on Animal Physiology from abroad if possible be appointed to review the whole status of Physiology (animal) in India and draw out a scheme of development embodying such recommendations that may be usefully introuced at the intital stage

Education and Public Health.

LETTER REF.NO.74751/47-10 B2 Education..Dated 20-7-48.

To

The Secretary to the Government of India,
Ministry of Education,
New Delhi (with encls).

Sir,

Sub: Central Advisory Board of Education - Proceedings of the Thirteenth Meeting - Teaching of Physiology Schools and Colleges.

--

In continuation of my letter No. 74751 B2/47-6, Education, dated 8th April 1948, I am to forward the views of the Surgeon-General with the Government of Madras and of the Madras, the Andhra and the Annamalai Universities on the recommendations made in regard to the teaching of Physiology in colleges. The Madras University has taken necessary steps for the institution of degree course inPhysiology. The University has appointed a Committee to consider how best a scheme can be evolved to promote the teaching of Physiology in the Medical Colleges and to permit medical students to acquire a degree in Physiology. The Madras Government concur in views of the Surgeon-General on the question of modifying the courses in Physiology for the B.Sc. and the 1st M.B.B.S. examinations and on the recommendations (5), (6) and (7) I am however to add that the question of the status and teaching Physiology in colleges is primarily a matter for the Universities

5. The agenda before the Board was as follows:-

I. To report that the Proceedings of the Twelth Meeting of the Central Advisory Board of Education held at Mysore in January, 1946, were confirmed by circulation to members and that copies were sent to Provincial Governments, Local Administrations, State Governments and Universities and were also put on sale.

II. (a) To receive reports from Provincial Governments, etc., on the main developments in the following branches of Education:-

(i) Basic (Primary and Middle) Education;
(ii) Adult Education;
(iii) Social Services, including Social and Recreative Activities;

and to consider recommendations, if any, from the appropriate Standing Committees in connection therewith.

(b) To receive supplementary reports on specific educational developments in Provinces etc.

(Appx. A)

III. (a) To report the further action taken by the Government of India in regard to the report of the Board on Post-War Educational Development in India.

(b) To report the further action taken by Provincial Governments in regard to the report of the Board on Post-War Educational Development in India.

(c) To receive a report on the provision made in regard to Health of the School Child in the first quinquennium of educational development.

(d) To receive a note on the present position regarding the Report by the Inter-Provincial Board for Anglo-Indian and European Education.

(Appx. B)

IV. To receive reports from Provincial Governments, etc., the action taken on the following reports adopted by the Board at their last meeting:-

(a) Report of the Committee appointed to examine the question of selection of pupils or students for various forms and stages of higher education, and advising parents and pupils in regard to the choice of careers.

(b) Report of the Committee appointed to examine certain matters affecting the conditions of service of teachers at all stages of education, e.g size of classes, hours of work holidays, sick leave, etc., and to consider recommendations, if any, from the appropriate Standing Committees in connection therewith.

(Appx. C)

V. (a) To receive and consider the views of the Inter-University Board in regard to the various matters referred to them.

(b) To consider a resolution of the Inter-University Board regarding the consideration by the Central Advisory Board of Education of matters falling within the purview of the Inter-University Board.

(Inter-University Board: Appx.D)

VI. To consider the question of appointing a Joint Committee of the Inter-University Board and the Central Advisory Board of

VII. To receive a report on the scheme sanctioned by the Central Government to facilitate higher scientific and technical education among the Scheduled Castes.

VIII. To receive and consider a further report of the Expert Committee on a Uniform Braille Code for India.

IX. To receive and consider the report of the Committee o Basic English in relation to the Indian Educational System.

X. To receive and consider the report of the Committee appointed by the Board to examine the formation of a Second Schools Examination Council for India.

To receive and consider the report of the Committee appointed by the Government of India to examine a proposal for the formation of a National Cultural Trust for India.

XII. To receive and consider the report of the Committee regard to the requirements of air training in relation to the educational system of the country.

XVIII. To consider the question of the use of the Roman Script for learning Hindustani as a Lungua Franca.

(Madras Government: Appx. Q).

XIX. To consider the desirability of taking advantage of A.I.R. broadcasts and ways and means to make them suitable and useful for school children and to considr recommendations, if any, fromthe appropriate Standing Committee in connection therewith.

(Madras Government: Appx. R)

XX. To consider the curriculum for Junior and Senior Basic Schools and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Assam Government: Appx. S).

XXI. (a) To consider what should be the respective responsibilities of Provincial Governmentsand Local Authoroties in the field of Primary Education.

(Bombay Government: Appx. T)

(b) To consider the possibility of establishing a liaison betwenn local interests and educational authorities consequent upon the transfer of control of of educational institutions fromlocal bodies to Education Department,

(Punjab Government: Appx. U)

and to conside recommendations, if any, from the appropriate Standing Committee in connection therewith.

XXII. To consider the establishment of Feeder Schools to the National War Academy, in Provinces and States.

(Defence Department: Appx. V)

XXIII. To receive and consider a resolution passed by the Hindustani Talimi Sangh regarding the vital importance of craft work in Basic Education and recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Appx. W)

XXIV. To report the appointments made by the Chiarman in the vacancies on the Standing Committees of the Board.

(Appx. X).

XXV. To receive and consider a resolution passed by the All India Physical Education Conference at its session held in Amraoti in October, 1946.

(Appx. Y)

XXVI. To report that the next annual session of the Central Advisory Board of Education will be held in 1948 in Travancore.

6. The explanatory memoranda on items II to XXV which had been circulated to the members of the Board previous to the Meeting, are appended the proceedings.

7. The Chairman ade a reference to the death of Sir Jogendra Singh former Member for Education and the Chairman of the Board. He paid a warm tribute to the keen interest taken by Sir Jogendra Singh in the cause of Education and in the affairs of the Board. Tbe Members of the Board passed a resolution expressing their sense of hthe great loss sustained by the country through the death of Sir Jogendra Singh.

8. Item I. It was reported that the proceedings of the Twelfth Meeting of the Central Advisory Board of Education held at Mysore in January, 1946, were confirmed by circulation to members and that copies were sent to Provincial Governments, Local Administrations State Governments and Universities and were also put on sale. In recording the report, the Board directed that Dr. Hasan's letter to the Secretary, Central Advisory Board of Education in regard to the Report of the Religious Education Committee should be incorporated in full in the proceedings as a note of dissent in place of the extract thereof printed as a footnote on page No.20 of the proceeding

9. Item II. In agreement with the appropriate Standing Committee the Board decided to record the information (Appendix A (a) supplied by the Provincial Governments etc. on the main developments in Basic (Primary and Middle) Education in the year 1945-46; The attenti of the Provincial Governments was, however, called to the fact that information furnished was too inadequate to enable the Board to judge properly what progress, if any, has been made in the field While it was appreciated that the Provincial Governments etc. might have been preoccupied with their schemes of educational development etc., it was felt that they should be requested to furnish in future as full reports as possible in regard to their activities and to send them to the Board's Secretariat by the end of November.

The attention of the Board was drawn to the fact that the information supplied by the Provincial Governments etc. in regard to the main developments in adult education during 1945-46 (Appndix A(a)) was also too meagre to enable members to appreciate what progress if any has been made. The Board were of the opinion that inspite of their preoccupation with development schemes etc. the Provincial Governments should be requested to furnish in future fuller reports on the development of adult education particularly with reference to the Progress of Women's education.

This Committee consists of the following members:

1. The Right Rev. G.D. Barne, C.I.E., D.D., V.D.
   The Bishop of Lahore (Chairman).

2. Khan Bahadur Dr.M. Hasan, M.A.,D.PHil.(Oxon)
   Bar-at-Law, Vice-Chancellor, University

3. Rajkumari Amrit Kaur.

4. Dr. T.C.M.Royan, M.D.,
   Minister for Education and Public Health,
   Mysore.

5. Sir Hohn Sargent , C.I.E., D.Litt., .
   Secretary and Educational Adviser to the Government of India.

6. Dr. S.R.U. Savoor, M.A., D.Sc., I.E.S.,
   Director of Public Instruction, Madras.

7. V.S. Jha, Esq., Ph.D.,
   Director of Public Instruction,
   Central Provinces and Berar.

8. Rai Bahadur Chuni Lal Sahney, M.Sc.,
   Director of Public Instruction, United Provinces

11. Item IV. The Board concurrred in the recommendation of t Standing Committee that the information supplied by the Provincial Governments as to the action taken by them on the Reports of the Committee on the Selection of pupils and of the Committee on the conditions of service of Teachers (Appendix C) should be recorded. Opinion was unanimous that the scales of pay and conditions of service recommended by the Board should be adopted by all Provinial Governments,. It was however, stressed that the financia resources of the provinces might not enable them to implement the recommendations of the Board, particularly in the smaller provinces like the N.W.F.P., Assam etc. The Board, therefore, suggested that the financial implications of the question should be examine carefully by the Government of India who should also consider if it is desirable to appoint a Committee to investigate whether any special readjustments is necessary in respect of financial assistance from Central Government to the Provincial Governments concerned. The Board also apprehended that the recommendations of the Pay Commission in regard to various subordinate services are likely to affect materially the prospects of recruitment of teachers for Basic Schools on the salary scales recommended by the Board, in their report.

12. Item V (a): The Board decided to record the views of th Inter-University Board (Appendix D) on the various items that had been referred to that Board.

Item V (b): The Board expressed their satisfaction at the following resolution passed by the Inter-University Board at Jaipur in December 1946, "The Board notes with satisfaction the reply from the Secretary to the Government of India, Educatio Department, vide letter No.F.14-2046F dated the 26th March 1946 and resolves that the matter may be recorded". The resolution was recorded.

13. Item VI: The Board considered the question of appointing a Committee to examine the differences that previal in the standards for the award of I or II Class Degrees in Indian Universities. They agreed with the view of the Inter-University Board (Appendix E) that the issue raised could appropriately be considered by the University Commission as envisaged in Item XVII of the Agenda under consideration.

14. Item VII:- The Board received and recorded the report on the scheme sanctioned by the Central Government to facilitate higher scientific and technical education among the Scheduled Castes .(Appendix F)

15. Item VIII: The Board considered the Report of their Expert Committee on the Uniform Braille Code for India (Appendix G). Mr. Advani, a member of that committee who was present by special invitation dealt with various questions raised by members. The Board gave careful consideration to the views of those who advocated the adoption of the Standard Braille Code in the place of the Uniform Braille Code, specially desired for use in India, which has been accepted by the Board in 1945. The Board examined in details the points put forward for and against the two codes and unanimously reiterated their origina recommendation that steps should be taken to bring the Unifoom Braille Code into use in all the schools for the blind in Indi as early as practicable.

16. Item IX: The Board considered the report of the Committ on Basic English in r lation to the Indian Educational System and endorsed the views expressed therein that Basic English cannot be considered as a really satisfactory method of teachi of English language to beginners in India nor is it an adequat medium for scientific communications and publications.

It was reported that an experiment in Basic English wit the help of experts in Hyderabad State had been abandoned a it did not yield the desired result. The Board accordingly adopted the report of the Committee (Appendix H).

17. The Board then proceeded to consider the report of th Committee appointed to examine the formation of a Secondary Schools Examination Council for India and expressed their general agreement with the recommendations contained in the report (Appendix I) and hoped that it would be possible to set up the proposed council at an early date as an advisory and co ordinating agency with a view to ensuring a proper standard in School Leaving Examinations throughout the country. The setti up of such a Council need not in any way infringe the autonomy of the existing examining bodies.

18. Item XI: The Board gave their careful consideration the report of the Committee appointed to examine the proposal for the formation of National Cultural Trust for India and adopted the recommendations made by them (Appendix J) subject to the following comments: "tgat Clause iv of the Sub-head "Functions" on para 6 ~~xxxxxxxxxx~~ of the Report should be modified to read: "To cooperate with Indian fields". The Board were of the opinion that the formation of such a Trust would go a long way towards stimulating and co-ordinati cultural activities in this country.

At this stage, Sir Angus Gillan who was present by special invitation, spoke on the activities of the British Council and the need for closer cultural collaboration betwee Indian and Britain "Sir, Ladies and Gentlemen,

I am fully sensible of the honour you have done me in inviting me to attend the session of the Central Advisory Boa of Education and to speak to you on the aim and work of the British Council. I am not an educationist, but, I feel that the work of the British Council should, at least in principle a matter of interest to educationists. Whether it will be a matter of interest to you in practice it is for yourselves to decide. The first thought in your mind no doubt is what is t British Council but before I answer that, just a word about t "why". I lived and served abroad for a good many years befor the War and I must admit that both to foreigners and to the overseas British, the United Kingdom British appear to be fat shy though I do not think, in general, we mean to be unfriend We are self-deprécitory and at the same time we are irritatin self-complacent and, as with the individuals, so with the Nation. We have not worried much, about other people thought about us. A good many other nations, I believe, have put up a better show in the shop-windows to our considerable detrime For example there was an impression probably in many parts of e world that all sciences came from Germany: all mechanica entions came from America; all art from France and so on.

The British Council was set up in 1934. Like most such British movements, it started in a very small way without any sort of flourish of trumpet. But by the time the War closed down most of our European activities, it was working in 30 foreign countries and it has recently extended its activities to the Dominions and some other countries. It has since the end of the war re-opened in every European country and we recently opened a branch in Burma. I have just been on tour in some of the South East Asian countries, and from my point of view, have come back with every encouraging results. We do not open any branches without invitation.

The British Council is not a Government Department though it enjoyes the moral and financial support of His Majesty's Government. It is non-political non-sectarian, and non-commercial. It exists in the terms of the Royal Charter for the purpose of promoting a wider knowledge of the United Kingdom and the English language abroad, of developing closely cultural relations between the United Kingdom and other nations. The aim of the Council is to project or interprot overseas, British life and though and in particular, the history and tradition of British life, our modern progress and achievements, British Political Institutions, educational methods, social services, industrial system, our arts, our sciences, even our sports-- In short, what is commonly known as the British way of life. It does not try to disparage the others' ways of life other people we say. This is the way you live. This is the way you live. We do not ask you to live that way' We have a great literature. I believe we have some lessons which may be learned from the way in which we have learned to solve some of our problems, industrial, political and constitutional, and adapt ourselves to chaing and conditions, internal and international. You will also have noticed that our Charter mentioned the development of cultural relations between the United Kingdom and other countries. We give shcolarships mostly to candidates from overseas to pursue their further studies at some British University or technical institutions, and though we have not so far has the privilege of offering scholarships to India, we did have the chance during the war to assist several Indian students stranded in Britain to take up their higher studies. We invite visitors, either individuals or groups, Doctors, Architects etc to visit Britain. We facilitate by various means the placing of Professors and Teachers in overseas colleges and their exchange with other countries and so on. We send recognised exports to other countries on lecturing tours or to attend conferences. Incidently we had a chance of sending a delegation to the recent Science Congress in Delhi and in that connection I had the honour of being invited to be a member of the delegation, although I am not a scientist. We publish various brochures, periodicals such as Monthly Science and the British Medical Bulletin. We supply books and periodicals to libraries and other institutions of our own or other peoples. Similarly we provide a supply of records and also sponsor the making of records of important modern British works which commercial companies might not find to be a paying proposition. We arrange tours for noted conductors, singers and muscians. We hope to be able to do more to facilitate the touring of drama and opera companies. That, of course, is a difficulty in the matter in remote countries but we have already started in the nearer countries. Our Fine Arts Department arranges exhibitions of contemporary works of important masters and distributes our Home Department documentary films which deal with various aspects of the cultural and scientific life and progress of Britain. Our overseas branches provide the photograph exhibitions and our Overseas Press Department provdes the backgpound for articles on similar subjects.

The cultural method of approach varies according to the conditions of the country in which we work. In some cases it is true that, what we call a British Institute is much more than a Cultural Club with a Library and Reading Room, rooms for meetings, exhibitions and so forth, and often accompanied by a school for the teaching of English. In other countries, however it may take the form of a local society and which in others it is associated with some other

form of indigenous institution. In Countries where institutional work is unnecessary or undesirable, we simply work through representatives who with the necessary office staff, are responsible for keeping in touch with local wants and organising tours and exhibitions and for the distribution of raw-material, to every office is usually attached a library and reading room. It is also our hope that other countries will set up some similar organisations - an opposite number - with whom we might work on collaboration.

Complementary ponsible for the cultural interpretation of Brtain to people from overseas in Britain. During the war it has been responsible for the teaching of English to thousands of Allied overseas troops. Jointly with the Allied Governments it assisted in the running of centres and schools for their nationals and in the work of the Conference of Allied Ministers of Education, out of which UNESCO was born. With the cooperatio of Universities, it arranged hundreds of short university courses for Dominion, Indian and Allied troops and various other people. It looks after the needs of visitors and also a great many others who are committed to its care while in Britain It puts people in touch wi -th their opposite numbers in the trade or profession: doctors, farmers, artisans or agriculturist etc. How far any of these services may be of use I do not know, and it is to try to get an answer that I am here today If any of the services which I have described are considered to be of value to Ind a what would be the proper machinery for their implementation? Again I do not know, and it is to you that I am applying for advice. All I can do is to tell you, as I have tried to do, what the British Council does in many countries. If similar activities would be welcome in India I am quite sure that in consultation with you we can adapt our machinery to suit you requirements. This only I venture to say in regard to India. Whatever the constitutional position may be, I cannot believe that either your or we would wish to lessen the cutlrual ties which have bound us together for so many years. There must be a tendency or desire to strengthen these ties as time goes on but changing conditions may demand new machinery and it may be the part of the British Council to help in the creation of such a machinery. Finally, will you remember what I said about the reciprocity. In this world this means for the best in all aspects of culture and for greater knowledge also. Each country obviously must initiate its own outward traffic in its own way and it would be an imperitinence on our part to attempt to organise it or to pay for it, side we should help to get you a hearing on our side. We in Britain, I am afriad, have been accused in the past of seeking aloofness and isolation and it may be that we deserve that accusation to some extent. There is a greater appetite in Britain now for knowledge of mother countries. We have lived and fought together, we have lived and laughed togather. There is a growing generation in Britain which definitely wants to know more about other countries and about their ways of life and I suggest that it is up to you to keep that interest alive as far as Ind is concerned, and I believe that the British Council can help you in this direction. How you set up a machinery at your and is of course a matter for yourselves. I have listened to the discussion about the possible formation of a National Cultural Trust in India and I wish that a Foreign Relations committee also is formed. In any case, we should like to see your lecturers in Britain. You know that we shall have the chance very shortly of seeing an Indian Art Exhibition in London. We should like to see more exchange of Doctors and increased reciprocity in research scholarhsips. We should like to encourage you in sharing what your Chairman so vividly described as the joy of mutual company. And so it is not just a question of interpretation of Britain to India. It is a matter of mutual interpretation to each other of our respective ways of life, by an exchange of ideas, material and men, with a view to the creation of a fuller mutual understandig. To put it into one final word, the creed of the British Council is to determine the basis of this human mutual understanding so that we can build the foundations of a permanent peace in the world".

The Chiarman of the Board thanked Sir Angus Gillan on behalf of the Board for his interesting address, and hoped India would benefit by the experience of the British Council in promoting cultural contacts. This matter would be one of the subjects to be considered by the proposed Indian Cultrual Trust.

19. Item XII. The Board had before them the report of the Committee on the requirements of air training in relation to the educational system of the country and found themselves in general agreement with the recommendations of the Committee (Appendix K).

20. Item XIII. At the request of the Chairman, Rajkumari Amrit Kaur, one of the Members of the Indian Delegation to the UNESCO General Conference at Paris in November-December 1946, gave a brief account of the Conference and of the part played by the Indian Del gation throat. It was stated that a full report of the Conference would be ready in the course of this year and will be made available to the members of the Board. The members of the Board expressed their satisfaction at the successful participation of the Indian Delegation in the Conference and hoped that India would make an effect contribution to this important Internatinal organisation.

It was reported that the National Commissions, as contemplated in the report of the first Conference of the UNESCO have not yet been set up and are still under consideration. in most of the countries. The Board attached great importance to the question of the formation of a National Education Commission. for India and appointed the following committee to examine the issue:-

1. Dr. Ziauddin Ahmad.
2. Hon.Mr.Avinashilingam Chettiar, Education Minister, Madras.
3. Rajkumari Amrit Kaur.
4. Sir V.T. Krishnamachari, KCIE.
5. Mrs. Renuka Ray, B.Sc. (London).
6. Sir John Sargent, CIE., M.A.D.Litt., Educational Adviser to the Govt.of India.

and 7. Chairman of the Inrer Univers ty Board.

21. Item XIV. The Board proceeded to consider the question of exclusion from text books of statements derogatory to foreign countries and their Administrations. The comments of the Inter University Board on the subject were also before the Board. In agreement with the suggestion of the Inter-Universi y Board it was recommend that books meant for educational institutions should as far as possible present an objective historical view and should not contain statements which have not passed the test of critical judgement. The Board were also of the opinion that as far as possible prescribed school text-books should avoid reference to current events of a controversial character. (Appendix :)

22. Item XV. The Board considered carefully the desirability of Governments' undertaking the production of suitable magazines for children and the measures to be adopted in that connection and agreed with the opinion of the Standing Committee that there is a real need for suitable children's magazines and that these magazines should be produced by the Gove nment of India, in English, Hindustani and the main Indian Languages. It was suggested that informative material should be presented in these magazines in a simple and attractive manner and every care should be taken to illuxtrate them artistically. The Provincial Governments etc. should be advised to make bulk purchases for distribution of these magazines in their areas (Appendix N).

23. Item XVI. The Board then examinedthe Memorandum from the Indian Science Congress on the teaching and status of Physiology in educational institutions in India and the recommendations of

the Standing Committee thereon (Appendix O). They expressed their general agreement with the recommendations made in the Memorandum and commended them to the Provincial Governments etc. for their consideration.

24. Item XVII: The Board considered the proposal submitted by the Vice-Chancellor, Madras University for the appointment of a University Commission and found themselves in general agreement with the resolution of the Inter-University Board on the subject. The Board decided to adopt the resolution in the following amended form:

The Board are of the opinion that it is desirable that the work of the Indian Universities be reviewed and resolve that for these purposes the Government of India in consultation with other Governments concerned should appoint a commission on the lines of the Sadler Commission to report on Indian University Education and to suggest improvements and extensions that may be desirable to suit the present and future requirements of the country. The Board are further of the opinion that the Commission so appointed should mainly be composed of eminent educationists with University experience including some eminent educationists from foreign countries. (Appendix-P)

25. Item XVIII. The Board considered a Memorandum from the Madras Government on the use of the Roman Script for learning Hindustani as a lingua franca for India (Appendix Q). The Board made a general survey of the development of Hindustani in different parts of the country and felt that it was too early as yet to make a definite recommendation in the matter.

26. Item XIX. The Board considered the desirability of making provision for suitable broadcasts for school children. They noted that some suitable broadcasts are being arranged for school children, but in the absence of radio receiving sets in most the schools, very few children derive any benefit from such broadcasts. Opinion was general that Provincial Governments etc. should be requested to provide the requisite facilities for school children to enable them to take advantage of educational broadcasts. The Board also reiterated the recommendation made by them at their tenth meeting in 1944 for a closer collaboration between All-India Radio and educational authorities.

27. Item XX. The Board then considered the question of drawing up curricula for Junior and Senior Basic Schools and agreed with the Standing Committee that it was neither desirable nor perhaps possible to work out detailed syllabuses at this stage. Though the Board have accepted the fundamental principle of education being imparted through creative activities, further experimentation and research would be necessary to evolve successful methods of Basic Education. It was accordingly agreed that though some suggestions in regard to the broad outlines of curriculum in Basic Shools were desirable, the Provincial and other educational authorities should be left free to work out the detailed syllabuses for their areas and to modify them from time to time as experience warrants. The Board, however, noted with satisfaction that the Chairman had given due consideration to the matter and had appointed a Committee with the following terms of reference:-

(a) to draw up a curriculum on broad lines for use in Basic Schools with suggestions for variation according to circumstances;

(b) to prepare a Handbook for teachers in Basic Schools;

(c) to suggest lines on which institutions for training of teachers of Basic Schools should be organised.

4. Mr. A.S.Khan, C.I.E.,
Director of Public Instruction,
Bihar.

5. Mr. K.G.Saiyidain, M.Ed. (Leeds),
Educational Adviser, Rampur.

6. The Directorm, Silpabhavan,
Sriniketan, Visva Bharati.

7. An export in crafts preferably with knowledge and experience in mechanical engineering.

8. An exprt in Nursery and Kindergarten Education.

The Board considered the question of the respective responsibilities of Provincial Governments and local authorities in the field of Primary Education and the possibility of establishing a satisfactory liaison between local interests and educational authorities. They reiterated the recommendations made by the Administration Committee which was endorsed by the Board in 1944. They also noted with satisfaction that certain Provincial Governments like N.W.F.P., Assam, Sind etc. have already implemented the recommendations of the BBard and taken over entire responsibility in regard to Basic Education, (Primary and Middle).

29. Item XXII. As desired by the Defence Department of the Government of India, the Board considered the desirability of establishing Feeder Schools to the National War Academy in Provinces and the States. Brigadier Thorat was present to explain the viewpoint of the Defence Department on the subject. (Appendix V). In regard to Feeder Schools for the National War Academy, the Board were of opinion that the new type of schools contemplated in their scheme of Educational Development would provide the necessary training in leadership, character and physical fitness required by the military authorities for the Army, Navy and Air Forces. The Board suggested that the attantion of Provincial authorities should be called to the necessity of developing their schools on lines which would provide the kind of education which the military authorities have in mind.

30. Item XXVI. TheBoad noted the appointments made by the Chairman in the vacancies on the Standing Committees and decided to record the information.

30. Item XXIII. The Board noted that the issues raised in the resolution have already been covered by their decision on Item XX.

32. Item XXV. The Board then proceeded to consider a resolution passed by the All India Physical Education Conference at Amrcati in 1946. Mr. Justice W.R.Puranik, Chairman of the Working Committee of the Provincial National Council of Physical Education, was present by special invitation to explain the background of the resolution under consideration. The Board expressed their appreciation of the aims and objects of the Conference and approved generally of their recommendations in regard to the development of physical education in this country and stressed that non-official bodies like the proposed council should receive recognition and recognition and encouragement at the hands of the Central as well as Provincial Governments.

33. Item XXVI. The Board noted that their next session would be held in Travancore andauthorised the Chairman to fix a suitable date for the next meeting in consultation with the Government of Travancore.

The Hon.Mr.Hond Vaya Khan, Minister for Education N.W.F.P., announced that the Government of his Province wished to invite the Board to hold their session in 1949 in Pesawar and the Board accepted the invitation with gratitude.

34. In conclusion the Board expressed their sincere thanks for the generous hospitality extended to them to the Government of Bombay and especially to the Hon'ble Mr. B.G. Kher, Prime Minister, Mr. M.D. Bhansali, Education Secretary and Mr. P.P. Patwardhan, Director of Public instruction of the Province and other officers of the Government of Bombay who had given somuch of their personal time to make the session a success.

/True Copy/

NOTE FILE. Education and Public Health.

From the Registrar, Andhra University, No.C4-1313-48. dated 16th June, 1948.

This file deals with the recommendations of the Central Advisory Board of Education, made at its 13th Meeting. A reply to the Government of India has been sent for all the items except that relating to the teaching of Physiology in schools and colleges. The remarks of the Surgeon-General and the three Universities have been called for and these have been received. A further communication has now to be sent to the Government of India.

2. The Surgeon-General, the Annamalai University and the Andhra University have offered their remarks on the recommendations of the Central Advisory Board of Education. These may be forwarded to the Government of India. The Madras University has made certain observations on the recommendations of the Central Advisory Board. The 5 resolutions passed by the Syndicate, are noted on below:-

Resolution 1. The Director of Public Instruction has explained how far Physiology can be taught in elementary and secondary schools. No further action seems called for.

Resolutions 2 & 4: These are matters for University. Registrar, Madras University, has reported that necessary regulations have been passed for the instititution of degree courses in Physiology and for the appointment of a Committee.

Resolutions 3 & 5: For orders whether further action should be taken in the matter as suggested by the University. If so, the Surgeon-General may have to be consulted.

Extracts of 5 may be sent to the Medical section for necessary action.

Re3, I think the Committee's report under 4 may be useful and may be awaited.

A draft let er to the to the Government of India is submitted.

Sd.B.M. 14-7-48.

(Issued as Letter No.74751/48-10 B2 Education dated 20-7-48)

With reference to the orders of Joint Secretary at page 4 ante extracts of (p4 N.F. and copies of pages 15c.f 33 cf, 53 cf and a copy of para 23 and appendix (O) of the proceedings of the Central Advisory Board of Education) may be taken by D2 Section for further action.

Sd.B.M.3/8/48.

Revelent extracts have been taken for separate action The file may be returned to B2 Section.

The Papers may be

G.O.Ms.No.1985 Revenue.D/11-8-48.

Central Advisory Board of Education- Thirteenth meeting - Proceedings - Notes recorded.

/True Copy/

S. Jagannathan 21.8

HIGH OFFICE ASSISTANT.
MADRAS RECORD OFFICE.

16/6/52.